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ABSTRACT

This report from the Murphy High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents nine findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) test results were below the system average; (2) a low percentage of students met the systemwide goal of at least 50 percent at or above the national norm; (3) poor attendance and mobility increases had an adverse affect on student performance; (4) there must be a continuation of remediation for low performing students; and (5) the positive spirit of the administration and faculty must be maintained. Statistics and test scores are presented in 12 tables. (VM)

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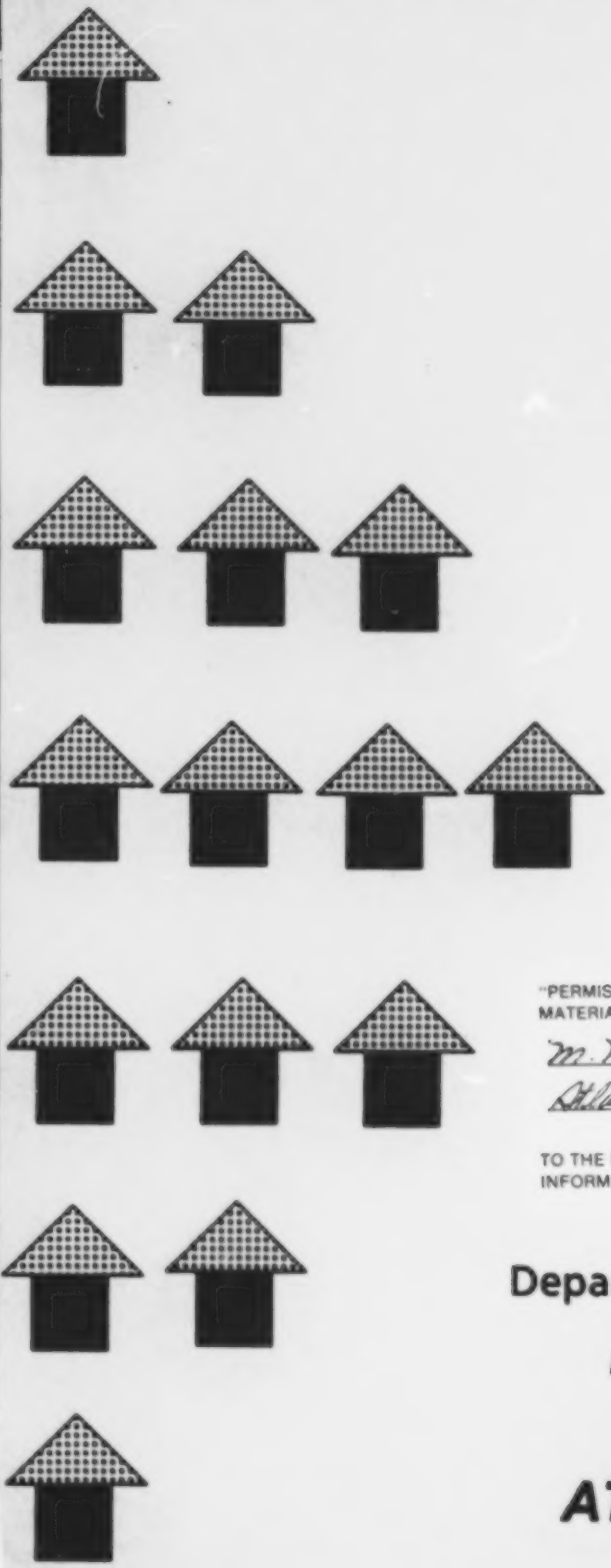

Murphy High School

School Report

1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

ATLANTA PUBLIC SCHOOLS

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MURPHY HIGH SCHOOL
1986-87 SCHOOL REPORT
(Andy Plankenhorn, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. A review of the General Descriptive Characteristics indicates that the percentage of students new to the school is more than twice the system average, and the mobility index is 50 percent higher than the system average. These two factors can have a strong influence in achievement results.

   The percentage of pupil attendance decreased by 5 percent and is 8 points below the system average.

2. A review of the results of the standardization process in effect in Language Arts at Murphy indicates that in Language Arts progress student performance in all ninth and tenth grade courses except English III and IV were below system levels of progress.

3. The average number of minimum skills mastered in ninth grade Language Skills I and II was below the system average.

4. In secondary mathematics progress for standardized courses, the average number of chapters taught and the average number mastered were both below expectation.

5. The results of the Tests of Achievement and Proficiency (TAP) unmatched show that no grade reached the goal of 50 percent at or above the national norm. In reading, the percentage reaching the national norm was 11 percent, which is a decrease from 1986. In mathematics, only 12 percent reached the goal, which is equal to 1986.

   Matched TAP scores indicate a change of .8 for grade 10 and .6 for grade 11 in reading grade equivalents. In mathematics, grade 10 gained 6 months and grade 11 5 months. A small increase was shown in the percentage above the the national norm.

   On the state-mandated Social Studies and Science subtest of the TAP, grade 9 was below both state and system averages.

6. Gains for students in compensatory projects were appreciably higher than non-project students in reading. The system average gain was exceeded by the students in the project program.

7. The results on the Georgia Basic Skills Tests (GBST) for first-time examinees in fall 1986 shows a decrease in the percentage passing in both reading and mathematics. These percentages are below system and state averages.

8. On the GBST, cumulative results as of the end of the senior year show that 98 percent in reading and 97 percent in mathematics have passed.

9. The comparison of 1985 and 1986 graduates enrolled in post-secondary schools showed a drop of 13 percent for the Class of 1986.

CONCLUSIONS

1. Overall test results on the TAP and the GBST are appreciably below system averages.

2. A very low percentage of students met the system goal of 50 percent at or above the national norm.

3. Poor attendance and mobility index increases had an adverse affect on student performance.

RECOMMENDATIONS

1. Continue to concentrate on remediation for low-performing incoming students.

2. Maintain the positive spirit of the administration and faculty in attempts to help students improve achievement.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 24, 1987

1986-87
DATA DESCRIPTION SHEET
FOR HIGH SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Standardized Language Arts Program

Student progress in standardized language arts courses in grades 9 and 10 is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. In addition, the mastery of specified minimum skills related to the Georgia Basic Skills Tests was expected for students enrolled in Language Skills I and II.

Standardized Mathematics Program

Nine mathematics courses which are predominantly taught to ninth and tenth graders were standardized systemwide. Student progress is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. Data are reported only for students enrolled in the standardized courses both first and second semester.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

Tests of Achievement and Proficiency (TAP) - Unmatched and Matched

The complete test battery of the TAP (which includes subtest for social studies and science) was a requirement of the state testing program for grade 9. The basic test battery of the TAP was a requirement of the Atlanta Public Schools' (APS) testing program for grades 10 and 11.

Project and Non-Project Results

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives at selected grades. Results are reported in terms of student mastery and mean scale scores. The GCRT scale scores range from 100 to 300. The GCRT was administered statewide to students in grade 8.

Georgia Basic Skills Tests (GBST) - Fall Administration

All students entering the ninth grade in the 1981-82 school year and thereafter must pass the GBST in reading and mathematics as one of the state's graduation requirements. Students generally take the GBST for the first time in the tenth grade. A student must earn a passing score on each test, and the scores may range from 200 to 400. A student who does not pass the first time may continue to retake the test(s) not yet passed each fall or spring until a passing score is achieved.

Georgia Basic Skills Tests (GBST) - Cumulative Results

Seniors covered by the GBST policy must pass the GBST as one of the requirements for graduating with a regular high school diploma.

Graduates Enrolled in Postsecondary Schools

The graduate follow-up data reflect the number and percentage of graduates of the Classes of 1985 and 1986 who were reported as being enrolled in college, vocational-technical schools, or proprietary schools as of three to six months after the indicated year of graduation.

09/02/87

MURPHY HIGH SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (9-12)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	693	642	564	486	782	296	60.9	89	12.8
ALL HIGH	23,282	22,441	21,878	20,962	19,941	-1,021	-4.9	-3,341	-14.4

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	32.3	62	922.9	67
LOAD EXEMPT	19.6	38	462.5	33
TOTAL	51.9	100	1385.4	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	123	16	3072	15
COMPENSATORY MATH	155	20	2558	13
SECME	40	5	1608	8
BILINGUAL	1	0	163	1
PUPIL-TEACHER RATIO	24.2		21.6	
NUMBER/PER CENT OF PUPILS NEW TO APS	92	12	1958	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	455	58	4930	25
MOBILITY INDEX:				
1984-85	.30		.25	
1985-86	.41		.28	
1986-87	.44		.28	
PER CENT PUPIL ATTENDANCE:				
1984-85		87.2		90.8
1985-86		86.1		90.2
1986-87		81.4		89.1
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.9		93.7
1985-86		93.6		93.4
1986-87		93.8		94.8

Iowa Tests Of Basic Skills - Unmatched
And/Or
Tests Of Achievement And Proficiency - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
09		133	202	50	14	12	-2
10		120	147	50	13	12	-1
11		91	147	50	9	10	1
	School Total	344	496	50	12	11	-1
	All High	15,069	14,432	50	28	32	4

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
09		134	203	50	10	8	-2
10		120	147	50	10	16	6
11		91	147	50	19	14	-5
	School Total	345	497	50	12	12	0
	All High	15,073	14,436	50	26	31	5

09/22/87

MURPHY HIGH SCHOOL

TESTS OF ACHIEVEMENT AND PROFICIENCY - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	TOTAL READING 1986	TOTAL READING 1987	TOTAL READING DIFF	TOTAL MATH N	TOTAL MATH 1986	TOTAL MATH 1987	TOTAL MATH DIFF
10	PERCENT	50	79	14	14	0	79	9	16	7
	MEAN GE	10.7		6.8	7.6	0.8		6.9	7.5	0.6
11	PERCENT	50	88	9	13	4	88	10	15	5
	MEAN GE	11.7		7.7	8.3	0.6		8.0	8.5	0.5
SCHOOL TOTAL										
	PERCENT	50	167	11	13	2	167	10	16	6
	MEAN GE			7.4	7.9	0.5		7.5	8.3	0.8
HIGH SCHOOL TOTAL										
	PERCENT	50	8,566	31	34	3	8,565	27	34	7
	MEAN GE			8.8	9.9	1.1		8.8	9.9	1.1

TESTS OF ACHIEVEMENT AND PROFICIENCY
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Murphy High School

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	207	50	47	30	17	9.8	9.9	8.5	7.4

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	207	50	47	26	15	9.8	10.0	8.2	7.0

09/22/87

MURPHY HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	N	NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986			29	10	20	20	1	27							50	14
		1987				19		21		13								20
		GAIN				9		1		-14								6
	TOTAL HIGH	1986	519	29	539	25	146	23	52	35							1256	27
		1987		27		28		26		32								28
		GAIN		-2		3		3		-3								1
NO READING PROJECT	SCHOOL	1986			117	31	99	33	128	31							344	31
		1987				32		35		33								33
		GAIN				1		2		2								2
	TOTAL HIGH	1986	1198	44	3266	38	3493	43	3422	43			8	31			11387	42
		1987		37		42		45		43				32				43
		GAIN		-7		4		2						1				1

09/22/87

MURPHY HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	N	NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986			1	1											1	1
		1987				32												32
		GAIN				31												31
	TOTAL HIGH	1986	191	24	287	19	112	23	15	18							605	21
		1987		23		25		29		19								25
		GAIN		-1		6		6		1								4
NO MATH PROJECT	SCHOOL	1986			147	23	119	28	129	32							395	28
		1987				27		33		32								30
		GAIN				4		5										2
	TOTAL HIGH	1986	1520	40	3522	36	3525	40	3458	40			8	21			12033	39
		1987		34		39		43		43				27				41
		GAIN		-6		3		3		3				6				2

08/19/87

MURPHY HIGH SCHOOL

SUMMARY REPORT OF LANGUAGE ARTS PROGRESS
1986-87

GRADE/COURSE	FIRST SEMESTER COURSE ENROLLMENT	STUDENTS COMPLETING EXPECTED UNITS N	%	STUDENTS MASTERING EXPECTED UNITS N	%
09					
READING DEV. I					
SCHOOL	47	34	72	27	57
SYSTEM	602	546	91	396	66
LANG SKILLS I					
SCHOOL	128	92	72	68	53
SYSTEM	1,362	1,168	86	890	65
ENGLISH I					
SCHOOL	57	41	72	41	72
SYSTEM	2,076	2,019	97	1,617	78
10					
READING DEV. III					
SCHOOL	13	9	69	8	62
SYSTEM	409	369	90	267	65
ENGLISH III PREP-A					
SCHOOL	89	62	70	60	67
SYSTEM	1,468	1,306	89	1,029	70
ENGLISH III					
SCHOOL	49	47	96	40	82
SYSTEM	2,909	2,750	95	2,217	76

GRADE/COURSE	SECOND SEMESTER COURSE ENROLLMENT	STUDENTS COMPLETING EXPECTED UNITS N	%	STUDENTS MASTERING EXPECTED UNITS N	%
09					
READING DEV. II					
SCHOOL	32	22	69	19	59
SYSTEM	863	750	87	590	68
LANG SKILLS II					
SCHOOL	123	78	63	76	62
SYSTEM	1,250	1,047	84	807	65
ENGLISH II					
SCHOOL	55	38	69	37	67
SYSTEM	1,787	1,730	97	1,448	81
10					
READING DEV. IV					
SCHOOL	6	5	83	5	83
SYSTEM	393	334	85	266	68
ENGLISH III PREP-B					
SCHOOL	84	52	62	42	50
SYSTEM	1,468	1,263	86	1,028	70
ENGLISH IV					
SCHOOL	50	45	90	43	86
SYSTEM	2,639	2,496	95	2,157	82

7/20/87

MURPHY HIGH SCHOOL

MINIMUM SKILLS
END OF YEAR 1986-87

LANGUAGE SKILLS I AND II
(COURSE NUMBERS 301820-301920)

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																	AVERAGE NUMBER SKILLS MASTERED	N
		1AB	1C	1D	2	3	4A	4B	4C	4D	5	6	7	8	9	10	11	12		
09	SCHOOL	47	66	52	46	58	39	40	45	38	68	29	33	41	36	39	29	34	7	99
	SYSTEM	60	70	64	54	58	60	61	59	54	73	51	40	45	49	49	54	50	10	1,131
	DIFF	-13	-4	-12	-8	0	-21	-21	-14	-16	-5	-22	-7	-4	-13	-10	-25	-16	-3	

9/15/87

MURPHY HIGH SCHOOL

SECONDARY MATHEMATICS PROGRESS
STANDARDIZED COURSES 1986-87

COURSE		EXPECT. CHAPTERS TAUGHT	EXPECT. CHAPTERS MASTERED	AVG. NO. CHAPTERS TAUGHT	AVG. NO. CHAPTERS MASTERED	% EXPECT. CHAPTERS TAUGHT	% EXPECT. CHAPTERS MASTERED	NO. OF STUDENTS
MATHEMATICS 2	SCHOOL 15	15	13	5	87	33	45
	SYSTEM 15	15	12	6	80	40	831
GEN MATHEMATICS	SCHOOL 16	16	15	13	94	81	66
	SYSTEM 16	16	12	7	75	44	1109
BASIC ALGEBRA I	SCHOOL 13	13	10	4	77	31	72
	SYSTEM 13	13	11	6	85	46	1195
ALGEBRA I	SCHOOL 11	11	9	1	82	9	14
	SYSTEM 11	11	10	5	91	45	1171
MATHEMATICS 3	SCHOOL 16	16	15	11	94	69	3
	SYSTEM 16	16	15	8	94	50	202
CONSUMER MATH	SCHOOL 15	15	14	6	93	40	56
	SYSTEM 15	15	12	8	80	53	737
BASIC ALGEBRA 2	SCHOOL 12	12	11	5	92	42	20
	SYSTEM 12	12	11	7	92	58	694
PLANE GEOMETRY	SCHOOL 14	14	13	7	93	50	31
	SYSTEM 14	14	12	7	86	50	1337

August 1987

Murphy High School

GEORGIA BASIC SKILLS TESTS
REGULAR-PROGRAM, FIRST-TIME EXAMINEES
FALL ADMINISTRATIONS, 1984-86

	Fall 1984		Fall 1985		Fall 1986	
	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed
Reading						
School	152	65	123	85	142	51
System	4,667	85	4,698	89	4,694	74
State	73,224	95	76,102	96	78,132	90
Mathematics						
School	156	51	123	56	148	26
System	4,714	71	4,687	74	4,774	55
State	73,564	89	76,223	90	78,645	80

August 1987

Murphy High School

GEORGIA BASIC SKILLS TESTS
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR

	School				System			
	Passed		Not Yet Passed		Passed		Not Yet Passed	
	N	%	N	%	N	%	N	%
Reading								
1985	100	98	2	2	3,415	100	9	0
1986	95	97	3	3	3,480	99	20	1
1987	139	98	3	2	3,503	99	11	0
Mathematics								
1985	99	97	3	3	3,409	100	15	0
1986	93	95	5	5	3,468	99	33	1
1987	138	97	4	3	3,487	99	26	1

Data Base: Regular-program seniors covered by the GBST policy and with GBST record

Note: All percentages were rounded to the nearest whole number.

August 1987

Murphy High School

COMPARISON OF THE CLASS OF 1985 AND THE CLASS OF 1986 GRADUATES ENROLLED IN POST-SECONDARY SCHOOLS

	Graduates - Class of '85				Graduates - Class of '86				Difference - 1985-86
			Grads Enrolled in Post-Secondary Schools				Grads Enrolled in Post-Secondary Schools		
	1985 Grads	No. Reporting	No.	Percent by Total Grads Reporting	1986 Grads	No. Reporting	No.	Percent by Total Grads Reporting	Percent by Total Grads Reporting
School	100	87	55	64	93	83	42	51	-13
System	4,005	3,606	2,066	58	3,735	3,337	2,108	63	5